

**The Report of the  
Accreditation Visiting Team**

**Wasatch High School  
64 East 600 South  
Heber City, Utah 84032**

**April 22-23, 2004**



Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**Wasatch High School**  
**64 East 600 South**  
**Heber City, Utah 84032**

**April 22-23, 2004**

**UTAH STATE OFFICE OF EDUCATION**

**Patrick Ogden**  
**Interim State Superintendent of Public Instruction**

**DIVISION OF  
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

**Patti Harrington, Associate Superintendent**

**Brett Moulding, Director**  
**Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist**  
**Curriculum and Instruction**

**Salt Lake City, Utah**

## TABLE OF CONTENTS

|  |     |
|--|-----|
| Foreword .....   | ii  |
| Utah State Board of Education .....  | iii |
| Wasatch School District Board of Education and District Administration .....       | 1   |
| Wasatch High School Administration and Staff.....                                  | 2   |
| School Mission Statement and Belief Statements .....                               | 4   |
| Members of the Visiting Team .....   | 5   |
| Visiting Team Report.....  | 6   |
| Chapter 1: School Profile.....   | 6   |
| Suggested Areas for Further Inquiry.....   | 7   |
| Chapter 2: The Self-Study Process .....  | 7   |
| Chapter 3: Instructional and Organizational Effectiveness .....                    | 8   |
| Shared Vision, Beliefs, Mission, and Goals .....                                   | 9   |
| Curriculum Development.....  | 10  |
| Quality Instructional Design.....  | 11  |
| Quality Assessment Systems .....   | 12  |
| Leadership for School Improvement .....  | 13  |
| Community Building .....   | 15  |
| Culture of Continuous Improvement and Learning.....                                | 16  |
| Chapter 4: Northwest Association of Accredited Schools (NAAS) Standards I-XI ..... | 16  |
| Chapter 5: School Improvement Efforts – Action Plan .....                          | 17  |
| Chapter 6: Major Commendations and Recommendations of the Visiting Team .....      | 18  |

## **FOREWORD**

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 22-23, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Wasatch High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Vicci Gappmayer is commended.

The staff and administration are congratulated for the generally fine program being provided for Wasatch High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Wasatch High School.

Patrick Ogden.  
Interim State Superintendent  
of Public Instruction

**UTAH STATE BOARD OF EDUCATION**  
**250 East 500 South**  
**P.O. Box 144200**  
**Salt Lake City, Utah 84114-4200**

**District 1**

Teresa L. Theurer  
66 Canterbury Circle  
Logan, UT 84321  
Phone: (435) 753-0740

**District 6**

Tim Beagley  
3084 South 3550 West  
West Valley City, UT 84119  
Phone: (801) 969-6454

**District 11**

David L. Moss  
1964 Hawk Circle  
Sandy, UT 84092  
Phone: (801) 572-6144

**District 2**

Greg W. Haws  
5841 West 4600 South  
Hooper, UT 84315  
Phone: (801) 985-7980

**District 7**

John C. Pingree  
1389 Harvard Avenue  
Salt Lake City, UT 84105  
Phone: (801) 582-5635

**District 12**

Mike Anderson  
455 East 200 North  
Lindon, UT 84042  
Phone: (801) 785-1212

**District 3**

Edward Dalton  
1323 Bryan Road  
Erda, UT 84074  
Phone: (435) 882-4498

**District 8**

Janet A. Cannon  
5256 Holladay Blvd.  
Salt Lake City, UT 84117  
Phone: (801) 272-3516

**District 13**

Linnea S. Barney  
1965 South Main Street  
Orem, UT 84058  
Phone: (801) 225-4149

**District 4**

Joyce W. Richards  
930 East 5000 South  
Ogden, UT 84403  
Phone: (801) 479-5370

**District 9**

Denis R. Morrill  
6024 South 2200 West  
Taylorsville, UT 84118  
Phone: (801) 969-2334

**District 14**

Dixie Allen  
1065 South 500 West  
Vernal, UT 84078  
Phone: (435) 789-0534

**District 5**

Kim R. Burningham  
932 Canyon Crest Drive  
Bountiful, UT 84010  
Phone: (801) 292-9261

**District 10**

Laurel Brown  
5311 South Lucky Clover Ln  
Murray, UT 84123  
Phone: (801) 261-4221

**District 15**

Debra G. Roberts  
Box 1780  
Beaver, UT 84713  
Phone: (435) 438-5843

**Jed H. Pitcher\***

Regence Blue Cross Blue Shield of Utah  
PO Box 30270  
Salt Lake City, UT 84108  
Phone: (801) 583-2375

**Sara V. Sinclair\***

1340 North 1500 East  
Logan, UT 84341-2851  
Phone: (435) 754-0216

**Patrick Ogden**

Executive Officer

**Twila B. Affleck**

Secretary

*\*Board of Regents Appointments*

*10/30/03*

## **WASATCH COUNTY SCHOOL DISTRICT**

### **BOARD OF EDUCATION**

|                        |                |
|------------------------|----------------|
| Robert Salazar .....   | President      |
| Alan Bluth .....       | Vice President |
| Claudia Bradshaw ..... | Member         |
| Ann Horner .....       | Member         |
| Helen Robinson .....   | Member         |

### **DISTRICT ADMINISTRATION**

|                       |                           |
|-----------------------|---------------------------|
| Terry Shoemaker ..... | Superintendent            |
| Keith Johansen .....  | Business Administrator    |
| Steve Leatham .....   | Programs Director         |
| Cheryl Hardy .....    | Vocational Director       |
| Vickie Todd .....     | Student Services Director |

**WASATCH HIGH SCHOOL**  
**ADMINISTRATION AND STAFF**

**School Administration**

Vicci Gappmayer ..... Principal  
Paul A. Sweat..... Assistant Principal  
Shawn J. Kelly ..... Assistant Principal

**Counseling**

Larry Huntington ..... Counselor  
Jaelyn Wallace ..... Counselor  
Jason Watt..... Counselor

**Support Staff**

Connie Edwards ..... Administration Secretary  
Cheryl Dubeau ..... Registrar/Secretary  
Mary Kelly ..... Attendance Secretary  
Rena Park ..... Accounting Secretary  
Janet Rasband..... Secretary  
Cherie Larsen ..... Receptionist/Secretary  
Joyce Bates..... Aide  
Carol Davis ..... Aide  
Becky Dean ..... Aide  
Tyler Edwards ..... Aide  
Kara Lynne Farr ..... Aide  
Pat Groth ..... Aide  
Sue Loertscher ..... Aide  
Ladonna Vest ..... Aide  
Brent Sweat ..... Custodian  
Lonnie Thompson ..... Custodian  
Necia Horrocks ..... Custodian  
Rena Allred ..... Custodian  
Sherm Christen..... Custodian

### **Faculty**

Rebeka Belnap  
Chris Blair  
Larry Bray  
Kara Brechwald  
Karl Buchanan  
Marge Carlile  
Cevin Carr  
Kody Clyde  
Bill Croft  
Ron Dummar  
Susan Edwards  
Bill Farr  
Brian Felsch  
Rob Fredricks  
Steve Gale  
Jennifer Garret

Haley Hamblin  
Nancy Hart  
Kathy Hatch  
Rene Holm  
Audry Hull  
Tod Johnson  
Clint Kelley  
Sue Laneri  
Lonnie Magnusson  
Melissa Martin  
Joe Mellen  
Steve Merryweather  
Tina Moore  
John Moss  
Steve North  
Susan Palmer

Kathleen Paul  
Stephanie Phelps  
Rod Reaveley  
Gary Roberts  
Phyllis Shelton  
Mike Shoell  
Mike Siggard  
Allan Sulser  
Anna Thompson  
David Tovey  
Ron Tree  
Laurie Turnblom  
Gary Turner  
Sue Villella  
Dawain Wheatley  
Brett Zabel



# **WASATCH HIGH SCHOOL**

## **MISSION STATEMENT**

The mission of Wasatch High School is to empower each student to function effectively in society as a competent, productive, caring, and responsible citizen.

## **BELIEF STATEMENTS**

We believe that:

- Students have dignity and worth and the potential to learn in their own way.
- Students' personalities and sincere beliefs must be safe in the school environment.
- Interdependence exists between the quality of education and the quality of life.
- Education includes intellectual, emotional, social, physical, and moral development of individuals.
- Education should focus on the individual student.
- Education is a shared responsibility among students, home, school, and community.
- Cooperation and sharing at all levels are vital to excellence in education.
- The primary responsibility for learning rests with the individual student.
- The primary responsibility of the teacher is to facilitate learning.
- Teachers will use effective and acceptable strategies to provide learning experiences for all students.

## **MEMBERS OF THE VISITING TEAM**

Nancy Jadallah, Eisenhower Jr. High School, Granite School District, Visiting  
Team Chairperson

Mary Moulton, Uintah High School, Uintah School District

James Bell, Roy High School, Weber School District

Jim Welburn, Springville High School, Nebo School District

## **VISITING TEAM REPORT**

### **WASATCH HIGH SCHOOL**

#### **CHAPTER 1: SCHOOL PROFILE**

Wasatch High School is a rural yet comprehensive high school that serves the greater Heber Valley, including the towns of Heber City, Midway, Daniel, Charleston, and Wallsburg. The high school serves 930 students in grades 10-12. While the valley is growing at about a 16 percent yearly increase, the school-age population in the valley has only increased by about 3 percent overall. However, during 2003-2004, there was a 9.5 percent increase in population at the high school.

The student population is 95 Caucasian. However, the minority population has been on the increase. The Hispanic population has doubled in the past four years. The school serves a mixed socioeconomic population. Less than 10 percent of the student population is served in special education, and less than 3 percent is served in ELL classes.

For a rural school, Wasatch High School has a very comprehensive program, with over 200 course offerings for students in grades 10-12 in ten academic departments. The curriculum includes many AP courses, concurrent enrollment offerings, honors and regular education classes, EDNET classes, and courses from Mountainland Applied Technology College.

a) *What significant findings were revealed by the school's analysis of its profile?*

The focus groups and the administration have made a significant effort to collect student data. The data has been significantly disaggregated to give a comprehensive look at the student population and its characteristics. The data that is most significant is the increase in the minority population at the school. The Hispanic population has doubled in the past four years. The ELL population's needs demand attention. Wasatch High School is beginning to address this area of need by using research to determine appropriate teaching strategies that will increase reading comprehension of the ELL learners.

In 1999, the school hit an all-time low in standardized testing results. The staff felt that this was a result of apathy on the part of the students and a lack of appreciation for academic rigor. The staff took on the challenge of raising SAT scores and increased the level of student expectation with a focus on academic excellence. Now, the staff is encouraged to note that 72 percent of the graduating seniors attend a post-secondary educational institution.

For the last three years, the percentage of special education students who score as proficient in the CRTs in language arts, biology, and in math has risen each year. This appears to be a result of the deliberate actions of the special education teachers in collaboration with the regular education teachers to use effective instructional strategies, inclusion, and aides in the classroom to assist student learning.

- b) *What modifications to the school profile should the school consider for the future?*

No major modifications are suggested. The data was extensive and fully aggregated. The Visiting Team highly encourages the school to continue to systematically collect and analyze pertinent school and student data to guide future decisions by the school. One suggestion would be to identify student achievement gaps by additional subgroups (i.e., ethnicity).

#### **Suggested Areas for Further Inquiry:**

- The Visiting Team recommends that Wasatch High School identify a means to measure the DRSLs (i.e., a rubric for each desired result for student learning).
- Use the information gleaned from the accreditation process (i.e., the school's weaknesses) to drive the professional development for the staff.
- The Visiting Team recommends that Wasatch High School use the data to drive the curriculum, assessments, and professional development.
- The Visiting Team recommends that the Wasatch High School staff collect formative data on the yearly academic reviews, attendance at the Monday consultations, and the involvement of parents in their students' educational process.

## **CHAPTER 2: THE SELF-STUDY PROCESS**

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The school leadership made every attempt to engage all stakeholders in the accreditation process. To a large extent, the school community engaged in this collaborative self-study on behalf of the students. This collaborative process began approximately five years ago and continues to this day. The process

included representatives from all stakeholder groups, including students, patrons, community and business members, parents, teachers, administration, and support staff. There were six focus groups formed, as well as a steering committee and the School Improvement Committee. While students were involved in the process, it was noted that they had little interest in formally serving on the focus committees.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The data provided in the manual focused on student achievement, curriculum, evaluation, assessment, professional development, leadership, and community. This self-study does accurately reflect the school's current reality, including the school's strengths and limitations. The staff and administration have worked hard to collect and analyze the data and disaggregate it to the student level. They have identified in their school the students who are struggling and not achieving.

### **CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

Wasatch High School's desired results for student learning (DRSLs) are as follows:

#### **Communication Literacy:**

**Students will communicate effectively using oral, written, and non-verbal strategies.**

Brainstorm, select, organize, and present information in a manner appropriate to the content.

Adapt methods of communication to suit the needs of a particular audience (i.e. reading, writing, listening, speaking, the arts, science, mathematics, and technology).

Initiate reflective thinking and learning.

**Students will demonstrate critical thinking, reasoning, and problem solving skills.**

Apply innovative processes to interpret, organize, and manage information.

Integrate critical and creative thinking.

Challenge hypotheses while exploring foundational and developmental concepts.

**Students will work well with others to achieve desirable outcomes.**

Recognize the value of differences and similarities among group members.  
Build consensus while balancing personal and group needs.  
Work cooperatively to implement reasonable solutions.

**Productive Citizenship:**

**Students will contribute to their community through hard work, willing service, civic dialogue, and strong character.**

Recognize that choices and actions affect others.  
Assume responsibility for personal growth.  
Develop knowledge and skills in areas of personal interest that will enable them to become responsible citizens and lifelong learners.

**Students will appreciate and encourage diversity.**

Understand and respect the unique contributions of each individual and culture within the global community.  
Cultivate knowledge and skills that will protect and preserve our collective environment.  
Accept responsibility for sustaining self, family, community, and nation.

**Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

There is evidence that the school leadership team made a significant effort to involve all of the staff members of Wasatch High School in creating a shared vision for the school. Other stakeholders were invited to participate, and most stakeholders took advantage of the opportunity. Wasatch High School enjoys an exceptional cohesiveness among staff members, and there is evidence that most faculty members support the mission and belief statements of the school.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school's belief statements are comprehensive and define the core values of the school. They are broad in scope and encompass the needs of all students. The school's belief statements address key issues pertinent to effective decision making and policy development in the school.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The desired results for student learning were identified through a process that involved parent/student surveys as well as the analysis of standardized test results. The Visiting Team applauds the efforts of the school leadership team in targeting writing as the foundation for student achievement. The Visiting Team recommends that staff members and stakeholders continue to revisit the DRSLs in order to increase levels of commitment among the staff and define measurable goals and assessment strategies to monitor student achievement of the DRSLs. Throughout the narrative of the departmental analysis and the narrative of the focus groups, there is clear evidence of attention to the issue of alignment of curriculum, instruction, and the DRSLs with the mission and belief statements and the action plans.

**Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Within the individual departments, it is apparent that the staff is beginning to work collaboratively to align their curricula with the State Core Curriculum. Individuals within all the departments have begun to utilize various methods to align their curricula with each other as well. We commend those individuals who are taking an innovative approach to aligning departmental curricula and the Core Curriculum. The Visiting Team recommends that the staff members continue to complete and update their individual curricula so that they align with the State Core. The Visiting Team further recommends that Wasatch High School utilize various methods (such as curriculum mapping) as tools to design effective instruction, to formulate authentic assessment, and to create a variety of instructional activities. Wasatch High School should continue its development of departmental and schoolwide rubrics for the Six Traits of Writing. The staff members have indicated that they are beginning to meet as teams and are beginning conversations regarding the integration of curricula across the departments. The Visiting Team recommends that all stakeholders be brought into the discussions on best practices, and in particular the implementation of integrated curricula. As Wasatch High School continues to focus on measurable DRSLs, common assessment tools need to be developed and implemented schoolwide.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The Visiting Team commends the efforts of several of the departments in developing and implementing cross-curricular research projects. The staff should further develop projects such as these to meet the needs of all students in the school.

The faculty of Wasatch High School has begun conversations about how to explicitly teach the desired results for student learning. Most individuals stated that they are teaching their subject matter while incorporating the DRSLs. While desired results for student learning have been identified, all staff members must come to a consensus on the importance of these outcomes and identify indicators for each of the DRSLs. The staff should continue to outline explicitly how desired results for student learning will be taught in the individual classes across the content areas. Measurement of the success of the desired outcomes needs to be further developed by the entire staff and all stakeholders.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The Visiting Team commends Wasatch High School for encouraging all students to enter honors and AP classes. Any student who desires entrance into one of these classes is given the opportunity to increase his/her learning. The Visiting Team commends Wasatch High School for recognizing the need for all students to receive the same instruction from every teacher.

While observing classes in a number of departments, the Visiting Team recognized that the many of the staff members are aware of effective instructional strategies and corresponding activities that are aligned with the performance expectations and standards for students. While many teachers are very effective with varying methods, the Visiting Team recommends that all teachers continue to explore “best practices” that will actively engage students in learning. Wasatch High School is commended on its efforts to implement a parent/teacher consultation hour after school on Mondays. All students and parents should be encouraged by the faculty to take advantage of this program. The Visiting Team encourages Wasatch High to continue to develop more programs that promote “best teaching practices” that help all students learn and be successful.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The Visiting Team observed teachers using cooperative teaching strategies, group work, direct instruction, Socratic questioning, discussion, previewing, modeling, visual aids, technology-aided instruction, experiments, use of manipulatives, and hands-on activities. It was obvious that the teachers were consciously aware of the



need to vary the activities and instructional strategies to meet the needs of the individual students within the classroom. Wasatch High School is encouraged to include a variety of instructional strategies to ensure that all students are learning in the regular classroom in all curricular areas. The Visiting Team observed that some staff members struggle with having all the necessary skills and understanding the diverse needs of all students. This may be an area of future staff development.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Wasatch High School provides additional opportunities which support student learning. Teachers are willing to stay before and after school to assist students when they struggle with difficult concepts, assignments, homework, and personal needs. The Visiting Team commends the dedication of this staff for creating additional educational opportunities for those students in need. The administration team is commended for their willingness to allocate valuable resources to teachers who are willing to give additional assistance to all students who want to succeed. The Visiting Team further recommends that the lines of communication between the faculty and community educational personnel be more fully developed. They are a valuable resource to enhance student learning and success.

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The staff has indicated that clearly defined expectations for student achievement and performance standards are not fully developed. Conversations concerning testing are generally focused on CRT and SAT results. There is a desire among the staff to develop and incorporate formative benchmark classroom assessments in order to determine who is and is not learning. The Visiting Team applauds the school's desire to move away from depending on state test scores for determining the learning needs of their students. The further creation of common formative classroom assessments, used by all members of a department, will provide more timely data that will allow teachers to adjust instruction accordingly.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

There is evidence of individual teachers using essays, open-ended questions, portfolios, student-driven projects, oral presentations, and peer evaluations. Most assessments are directly linked to specific instructional uses that promote student achievement and continuous improvement. The staff reported using a variety of

assessments, including portfolios, projects, hands-on activities, and paper-and-pencil assessments. Student and teacher interviews confirm that teachers are willing to incorporate a variety of assessment tools. However, most assessments are designed by individual teachers in isolation from their colleagues. Therefore, some classroom assessments lack a consistent standard for rigor, design, or alignment to the Core Curriculum. The Visiting Team recommends that all departments continue to collaborate and develop commons assessments that will guide all student learning.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

There appears to be a fair and equitable testing process. Teachers are genuinely concerned about student achievement and want all students to learn at high levels. A variety of assessments are used to help determine what students know and are able to do. Teachers desire time to help them continue developing assessment tools, curricula, and instructional strategies that will better meet the needs of all students.

#### **Leadership for School Improvement:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Wasatch High has exemplary leadership, which has been key and fundamental to the school improvement processes currently in place. The school's leadership recognizes the need for continuous improvement of the school's academic learning climate and teaching practices. To this end, the administration encourages, supports, and provides opportunities for members of the teaching staff to deepen their understanding of research-based best practices. Many of the staff members have participated in a wide variety of professional growth activities, while others have participated only marginally. The leadership is encouraged to continue to seek and create opportunities for all the teaching staff to participate in school site inquiry and learning opportunities.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The leadership at Wasatch High School has a great desire to employ effective decision making that is data-driven, research-based, and collaborative. This recognition and commitment will be driving forces in moving the organization and classrooms in the right direction.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Wasatch High School is still learning how to develop a comprehensive assessment system. Currently, other than individual teacher-made tests and grades, standardized testing data is the primary tool employed to analyze instructional effectiveness. As Wasatch High School moves to incorporate the DRSLs as a curriculum focus, additional tools will be needed to measure and track student progress in achieving these desired results. The Visiting Team is confident that the leadership and staff will pursue the development of a comprehensive assessment system over the next six years.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The leadership of the school provides skillful stewardship of the organization. Schoolwide policies and operational procedures are somewhat consistent with the school's beliefs and mission, and are designed to maximize opportunities for learning. The faculty believes that policies should be followed consistently by all staff members.

The allocation and use of resources are often aligned with the school's goals. The administration believes strongly in cultivating staff leadership in activities and decisions pertaining to the school's instructional program and policies. The administration and the Visiting Team recognize the contributions and sacrifices of the focus group leaders and school accreditation leadership team during the self-study process. All are to be commended for taking an active role in the stewardship of the school. The focus group leaders are encouraged to continue their leadership activities to ensure the whole school maintains a focus and commitment to the school's action plan and the recommendations of the Visiting Team.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The decisions related to the allocation and use of resources are systematically aligned with the school's goals, achievement of the DRSLs, and school improvement. The faculty and staff of Wasatch High School expressed a desire to have input into how resources are allocated, especially those resources allocated for professional development.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school leadership has made a concerted effort to empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning. Community participation in the school was evident. Parents and students were solicited to serve on the focus groups. Numerous community businesses provide support for school activities by contributing monies, goods, and services.

**Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team was impressed with the sense of community among students, teachers, support staff, and administrators, and recognizes the positive and productive relationships among all the stakeholders that contribute to a positive school climate. There is strong evidence that this working relationship has created a learning environment for the students that provides a feeling of caring and belonging. The Visiting Team encourages the staff members to continue their efforts to collaborate across departments to increase the sense of a single community and purpose.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Wasatch High School reaches out to most parents and families to help engage them as partners in the learning process. Wasatch is utilizing a variety of ways to encourage all stakeholders to be part of the learning process. The Visiting Team commends Wasatch High School for the implementation of the after-school consultation hour.

The school is beginning to have conversations with the junior high school that feeds into Wasatch High School, and the Visiting Team would recommend that these dialogues continue so that a collegial relationship can be developed.

Wasatch High School currently has 66 businesses active in the Community Partners program. There are many students involved in internship programs throughout the city. Wasatch High School provides opportunities for students interested in furthering their education through Utah Valley State College and Utah State University.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Professional development opportunities are available to staff members who ask to attend various workshops or trainings in their content area. Many staff members are receiving ELL training, and staff members across the curriculum who have been trained in the Six Traits of Writing are sharing that information with colleagues. The Visiting Team recommends that professional development opportunities be evaluated to determine where they support the DRSLs, and that all staff members take advantage of opportunities to improve their skills and share those ideas that will support the goals of the school.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The Wasatch High School administration empowers its faculty to make site-based decisions, and teachers are receptive to ideas presented. It was evident to the Visiting Team that the school administration supports the staff, and the staff appears to support its leaders. It is also clear that there appears to be a strong desire to do what is best for students. The Visiting Team sees a need to further utilize data to develop schoolwide plans for improvement focused on student learning. Additionally, more data-driven, research-based information should be used to dictate the school's direction. The school should continue to look at formal as well as informal assessments to collect data in order to verify that teaching strategies assure student learning.

## **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

### **Standard I – Educational Program**

This standard is met.

### **Standard II – Student Personnel Services**

This standard is met.

### **Standard III – School Plant and Equipment**

This standard is met.

#### **Standard IV – Library Media Program**

This standard is met.

#### **Standard V – Records**

This standard is met.

#### **Standard VI – School Improvement (This is addressed in the self-study.)**

This standard was not met at the time of the annual report, October 15, 2003. However, the Visiting Team found that the School Improvement Plan did align with the school's DRSLs and goals.

#### **Standard VII – Preparation of Personnel**

This standard is met.

#### **Standard VIII – Administration**

This standard is met.

#### **Standard IX – Teacher Load**

This standard is not met. Eleven teachers were reported to have excessive student loads as of the 2003 annual report.

#### **Standard X – Activities**

This standard is met.

#### **Standard XI – Business Practices**

This standard is met.

### **CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN**

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The schoolwide action plan does align to the school's desired results for student learning (DRSLs). However, indicators in measurable form are not well defined,

nor does there exist a measurable tool for the indicators. A measurement tool such as a rubric would be suggested to detail the indicators of what a student should know and be able to do under each of the DRSLs, complete with values or scales.

The action plan does list steps for the school to complete, as well as generic indicators, but they lack detail and measurability. The action plan has identified a time line; however, it is unclear whether the action steps have begun, have finished, are continuing, or need to be implemented.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The staff is sufficiently committed to the action plan. Much of the action plan has been implemented, at least its early stages. The Visiting Team recommends that the staff revisit the action plan and create a time line that shows implementation of the various stages of the plan.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The leadership of the school is committed to monitoring the accomplishments of the staff and community as outlined in the schoolwide action plan. The staff is very committed to implementing the remaining action steps as outlined in their plan. The committees have plans to continue with the process until implementation is complete, and they have confirmed that their plan is formative in nature and may change as time goes on.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- The Visiting Team commends Wasatch High School on its extensive gathering and disaggregation of data in this process.
- The Visiting Team commends Wasatch High School for its commitment to include all stakeholders throughout the accreditation process.
- The Visiting Team commends Wasatch High School for its efforts to implement programs and activities that promote community-wide involvement.

- The Visiting Team commends Wasatch High School for its deliberate attempts to collaborate schoolwide and form a cohesive teaching/learning environment.
- The Visiting Team commends Wasatch High School for providing a cohesive, comfortable, safe, inviting learning environment for students.
- The Visiting Team commends Wasatch High School for continuing to develop collaboration and integrated curricula between departments.

**Recommendations:**

- The Visiting Team recommends that Wasatch High School continue to collect and analyze data to assist in driving the curriculum, assessment, and professional development.
- The Visiting Team recommends that Wasatch High School continue to design varied forms of assessment across all departments.
- The Visiting Team recommends that Wasatch High School seek out effective teaching practices that teach to all learning modalities.
- The Visiting Team recommends to Wasatch High School that they continue to promote rigor and relevance in all academic learning communities.
- The Visiting Team recommends that Wasatch High School revisit the DRSLs, further redefine the indicators for each DRSL, and create a subsequent measuring tool to measure whether DRSLs are met.
- The Visiting Team recommends that all departments at Wasatch High School be aligned with State Core Curriculum.